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AUTHOR Borne, Cynthia
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ABSTRACT

A descriptive study surveyed the visual arts opportunities for gifted and talented elementary students in Indiana. Surveys completed by 109 art teachers revealed demographic information as well as data on teacher certification and education. Among results were that 65% had written curricula for their regular art class, and 5% had written curricula for gifted classes; 39% offered additional opportunities for the visually gifted art students; lack of programs were attributed to scheduling, time, and funding problems; nomination was the most frequently used identification method; and 65% reported they did not feel it was elitist to select visually gifted art students over average students. Seven conclusions were drawn, including the finding that school size and location had no significant bearing on program availability, and that the criticism of Indiana's gifted art programs as a "wasteland" was unfounded. Among appendixes are detailed comments by respondents to individual survey items. (CL)

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THE OPPORTUNITIES AVAILABLE FOR THE ELEMENTARY LEVEL VISUALLY GIFTED ART STUDENT IN THE STATE OF INDIANA

by

Cynthia Borne

Graduate Student

Study Directed By

Charles R. DuVall, Ph.D.

Submitted in partial fulfillment of the
requirements for the course E519--Exit Project

Indiana University at South Bend
July, 1983

EC 160 459

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CHAPTER I

THE PROBLEM, JUSTIFICATION AND PROCEDURES USED

STATEMENT OF THE PROBLEM

Questions concerning the opportunities for the gifted and talented in all areas of the curriculum are widespread and significant issues. The availability and types of programs currently being offered in the visual arts at the elementary level is the focus of this survey.

A prominent Indiana art educator stated that gifted and talented elementary art education in the State of Indiana was a "wasteland." This study attempts to prove nothing but rather to determine if this "wasteland" description is an accurate interpretation. From an organized assessment of the opportunities available, recommendations and proposals on the development of elementary gifted and talented art education could be made.

A mutual understanding of the significant terms used in this study is important.

1. Visual art--"art the products of which can be seen or comprehended through the eye, such as paintings, sculpture, or architecture." (Good, 1973:42)

2. Gift (gifted)--"any ability possessed by a person to to high degree, frequently manifested by achievement without apparent effort." (Good, 1973:261)

3. Talent--"capacity and ability in a special field, or natural aptitude capable of high functioning under training, as in visual art or music; does not necessarily imply a high degree of general intelligence." (Good, 1973:582)

4. Visually gifted--an individual with a gift or talent in the visual arts.

JUSTIFICATION OF THE STUDY

An assumption of this study is that the offerings for the gifted and talented in the visual arts throughout the state are varied and range from nonexistant to well established programs. The compiling of data on these programs will help to resolve some of the questions of identification, selection, and evaluation of these students and to determine the quality and quantity of the programs available. The study will also determine what areas are of concern to the art teacher in developing programs. Primarily, the study will serve as a status report on the statewide offerings for the gifted and talented in the visual arts.

STATEMENT OF PROCEDURES

This was a descriptive study with the primary focus directed at discovering the facts of the issues--visual arts opportunities for the elementary level gifted and talented art student in the State of Indiana. The research data is useful information that could be applied and used by art educators who wish to begin, expand or enrich gifted and talented programs. The data also provides statewide facts and trends in visual arts gifted and talented programs.

The format of this study was a random sample survey of the art teachers in the State of Indiana. From a statewide list of 775 elementary art educators, the computer programmed for "randspl" selected 210. An opinionare, (Appendix A, p. 24) along with a cover letter and a stamped, addressed envelope was mailed to each teacher

selected. A reminder postcard was mailed approximately three weeks after the opinionaire to anyone not yet responding. (Appendix B, p. 28)

All of the questions in the survey are closed-ended questions with the exception of a final item for an optional narrative. Although blank space was provided after each question for teachers to clarify a point or make additional comments pertaining to that question, this proved to be an efficient method of collecting data since the results were to be coded and prepared for computer analysis.

CHAPTER II

REVIEW OF RELATED RESEARCH

Although other studies dealing specifically with surveys of opportunities for the gifted and talented in the visual arts do not seem to exist, much has been written in recent years on the general topic of the gifted and talented in the visual arts. Some of the more specific aspects being identification (Stalker, 1981), curriculum and evaluation concerns (Chetelat, 1981), and attitudes (Hurwitz, 1976).

The identification issue is a complex one with Stalker believing "the greatest problem is the confusion over what constitutes valid identification criteria." (Stalker, 1981:49) Much has been written in an attempt to clarify and simplify the issues of identification. Zettel (1979) discussed the State of Maryland's recommendations for the identification process in further detail.

> "For the initial screening the following are proposed: (a) recommendations by self, staff, parent, peer and others; (b) nominations by specialists in the visual and performing arts within and outside the schools; and (c) a behavioral checklist." (Zettel 1979:69)

He goes on to say that the students should be selected not only for their demonstrated talents and skills but also for their potential. These identification processes deal primarily with observation of the student and then recommendations are made. Chetelat (1981) adds one more dimension to his identification and selection process--a portfolio review of the student's work. He states that in his program with the Baltimore Public

Schools the following three methods worked best:

> "(a) my observation of children in art class, (b) nomination forms, and (c) portfolios of art work." (Chetelat, 1981:155)

Although, in this case Chetelat does not go on to say who uses the nomination forms mentioned, it appears that in the selection and identification process input is necessary from a variety of sources.

Curriculum design and development is considered to be a significant issue concerning those writing on the education of the gifted and talented in the visual arts. Chetelat (1981) proposes a "station learning" concept within the regular curriculum as an effective means of facilitating the learning of the gifted student. He goes on to state that:

> "the gifted can investigate visual arts concepts that their classmates are learning, but with an emphasis on exploring the concepts in a more individual, independant, and accelerated manner." (Chetelat, 1981:156)

Along with curriculum design is program evaluation. Chetelat (1981) states that:

> "All visual arts programs for the gifted should provide assessment criteria that will be used to evaluate the effectiveness of the activity in light of the established objectives." (Chetelat, 1981:157)

Alexander, (1981) in her article, "An Historical Perspective on the Gifted," discusses many of the possible models for program evaluation. The best, in her opinion, is the educational criticism model which she feels incorporates many of the other models. She describes educational criticism as being "based on the paradigna of aesthetic criticism." (Alexander, 1981:44)

Going further she states:

> "Education criticism uses ethnographic methods of observation, interviews, checklists, childrens and teachers journals, and document and artifact inspection to gather data about educational situations." (Alexander, 1981:44)

It is felt, again by Alexander, that "this evaluation model would help outsiders understand the experience of the gifted and talented child." (Alexander, 1981:44)

The attitudes of art educators toward the egalitarian philosphy of "art is for everyone" appear to limit the possibilities for the gifted and talented in the visual arts. It is agreed by most art educators that young children are creative and that all should be provided with visual arts materials. Schwartz surveyed art specialists and 70% agreed that "all children have innate creative potential." (Schwartz, 1970:132) It is the belief in this philosophy that art is for everyone that has severely hurt art education for the gifted. Alexander (1981) states, "the egalitarian views of art education do a disservice to the special need of the gifted." (Alexander, 1981:45) Hurwitz (1981) points out that:

> "the problem in general among American art teachers lies in a philosophy of art so egalitarian in concept that many consider it elitist to single out talent for special consideration." (Hurwitz, 1976:460)

A fundamental question here should be, what is wrong with a little elitism? After all, it is practiced in sports and academics. The issue is not to stop providing for the general art student but rather to provide additional opportunities for the gifted and talented.

CHAPTER III

PRESENTATION AND ANALYSIS OF DATA

Of the 210 opinionaires mailed, 109 (52%) were received and coded for computer analysis. Of the 109 returned, 39% said they did offer some sort of additional opportunities for the gifted and talented.

Table 1 shows the distribution of those responding to question number 1; school size. A refers to the entire sample and B refers to the 42 respondents who said yes, they did have a program for the gifted. There is very little change in the distribution within the groups, with both A and B showing fairly accurately the average school size for the State of Indiana.

TABLE 1. RESPONSES TO SCHOOL SIZE BY PERCENTAGES

	Under 100	100-299	300-599	600-999	Over 1000	No Response
A Total Sample	0	17	56	23	3	1
B Respondents With Programs	0	19	53	26	0	2

Question number 2 dealing with corporation size had similar results when compared to question number 1. Both the entire sample and the 42 who had programs came from corporations with 1,0[illegible] to 2,999 student enrollment

with their percentages being 26% and 43% respectively.

The respondents were asked to give the county their corporation was located in to determine a statewide distribution of all those responding and of those responding with programs. For this purpose the state was divided into six regions (Appendix C, p. 29) and each response to question three was assigned the appropriate region number.

TABLE 2. RESPONDENTS LOCATION WITHIN THE STATE OF INDIANA BY PERCENTAGE

REGION	1	2	3	4	5	6	No Response
A Total Sample	25	15	26	14	14	5	1
B Respondents With Programs	22	7	33	7	19	10	2

The respondents do come from all over the state with all regions fairly well represented. One factor for Region 3 having a higher number could be the fact that it includes slightly more counties than the other five regions. Line B (respondents with programs) also shows that gifted and talented programs are available through the state. A closer examination of Region 1 and Region 3 indicate a higher number of gifted programs coming from the counties with large cities; i.e., Marion County (Indianapolis) and Lake County (Gary). But further study is necessary to determine what factors actually do contribute to their higher numbers.

The teachers responding to the opinionaire had a wide range of teaching experience. For both the entire sample and the 42 respondents with programs, the 11-20 year teaching experience range was most often cited with 35 percent and 33 percent respectively.

The respondents were asked to list their degree and/or degrees and a table was developed from their responses.

TABLE 3. RESPONDENTS DEGREE AND OR DEGREES HELD BY PERCENTAGE

DEGREE	A (Total Sample)	B (Respondents With Programs)
BS/BA - Education	50	52
BS - Art Education	26	29
BS - Art	9	7
BFA or BA - Fine Arts	7	5
MS - Education	43	48
MA/MS, MAE Art Education	20	17
MS - Art	5	5
Media Science	1	0
MA or MFA - Fine Arts	1	0
BM	1	0
MAT	2	0
Music Education	1	2

NOTE: Multiple responses were received; totals exceed 100 percent

Again the group of respondents with programs compared very closely with the total sample.

Question 6, areas of certification, was handled in the same manner as question 5 (degrees). Table 4 shows the findings.

TABLE 4. RESPONDENTS CERTIFICATION AREAS BY PERCENTAGE

Areas of Certification	A (Total Sample)	B (Respondents With Programs)
Art K-12	67	57
Kindergarten	1	0
Elementary Education	9	10
Art Endorsement (K-6)	1	2
Art Endorsement (7-12)	2	0
Arts and Crafts	19	26
Jr. High Education	2	2
Gifted and Talented Endorsement	2	2
Math (7-12)	1	0
English	2	2
Science	1	0
Home Economics	2	2
Journalism	1	0
Instructional Systems Technology (AV)	1	0
Business	2	0

NOTE: Multiple responses were received; totals exceed 100 percent

Both groups had similar distributions with the majority of teachers in both groups listing Art K-12 or Arts and Crafts as their areas of certification.

Of the entire sample, 65% stated they did have written curriculums for their regular art classes. This increased to 70% when just those with gifted programs were analyzed. It was found that of the 42 respondents with gifted programs, 10% had some sort of written curriculum for their gifted program.

Question 9--are you able to provide additional opportunities for the visually gifted art students in your school--is obviously the key question on the opinionaire and a surprising 39% said, yes they did offer some sort of program. There were a variety of comments to this question, mainly explaining the type of programs offered. (See Appendix F, p. 33) There appears to be a wide range of programs offered. For example, from one school, "Special art time is provided each week for gifted students, this time is approximately 1 hour a week extra art time." (Appendix F, #396, p. 34) Other schools appear to have more limited time, and the children and teacher use their free time; for example, one teacher stated "limited--some work on their recess time" (Appendix F, #292, p. 34) and another said, "Yes, sometimes during my free time," (Appendix F, #285, p. 33).

Alexander (1981) stated "lack of funding and a narrow interpretation of the back-to-basics philosophy were cited as reasons for lack of present offerings." (Alexander, 1981:43-44) This research did show funding a problem at 43%, but ranked it lower than scheduling and time considerations. The back-to-basics issue of Alexander's statement was

not addressed in this study. The results of question 10 can be found in Table 5.

TABLE 5. RESPONDENTS REASONS FOR LACK OF PROGRAMS

Reason	Percentage Listed
Funding	43
Scheduling	50
Time	44
Lack of Experience With Gifted	17
Other	13

NOTE: Multiple responses were received; total exceeds 100 percent.

In response to "other", a great many of comments dealt with the administration. For example, "No program introduced yet by administration" (Appendix G, #011, p. 35) and "It was never brought to the attention of the Administration Office" (Appendix G, #346, p. 35). Administrative concerns do appear to be an issue; but scheduling, time and funding, in that order, are the significant concerns.

The Federal Government has defined giftedness in a system using six areas of classification. These six are listed in Table 6 along with the percentages of response from the 42 respondents with programs for the visually gifted.

TABLE 6. THE CLASSIFICATIONS OF THE GIFTED CHILDREN RECEIVING ADDITIONAL INSTRUCTION BY PERCENTAGE

General Intellectual Ability	57
Specific Academic Aptitude	12
Creative or Productive Thinking	79
Leadership Ability	21
Visual or Performing Arts Ability	69
Psychomotor Ability	26
Other	2

NOTE: Multiple responses were received; total exceeds 100 percent.

Visual or performing arts ability was ranked 10 percentage points lower than creative or productive thinking. This could be due to two factors. One, young children with talent in art in many cases are highly creative but their fine motor skills have not developed to a point to allow them to exhibit this in sophisticated ways; therefore, it is their creative abilities that outshine their visual arts abilities. The other factor is purely one of location. In reading down the list, the word creative was seen first and therefore could have been marked more often than visual arts ability. Regardless of this, creative and visual arts abilities alike go hand in hand to produce talented artists.

Table 7 shows the results of question 12, how are the children in your visually gifted art program selected?

TABLE 7. METHODS OF SELECTION BY PERCENTAGE

Tests	14
Nomination	50
Voluntary Attendance	24
Portfolios of Art Work	26
Other	21

NOTE: Multiple responses were received; totals exceed 100 percent.

The wide response to this question illustrates the fact associated with identification, that no one or agreed upon method of identification can be or is used. But rather there is a use of a variety of methods to arrive at a decision. The literature shows nomination to be the most widely used and important method of identification as does this research. Along with this, Chetelat (1981) believes "A portfolio comprised of art class work and art work completed at home is a valuable indicator for identifying gifted students who are serious about the visual arts." (Chetelat, 1981:155) Twenty-six percent of the respondents agreed with this, making it second to nomination. Twenty-one percent said they used "other" means of identification. In many cases, their comments indicated themselves as this "other." For example, one teacher stated "Basically, I choose them" (Appendix I, #659, p. 38) and another stated "mostly by observation." (Appendix I, #024, p. 38) In broad terms, the art teachers casual observation and selection is one form of nomination, although much less structured. The

50% resulting from the nomination category could, in fact, be as high as 60-70% if many of the teachers who marked the "other" category as themselves doing the selection instead of the nomination category.

It was anticipated that nomination would be a highly selected response. Therefore, question 13 deals with it in greater detail. The respondents were asked to mark which aspects of nomination were considered and to rank order them. Table 8 shows the results.

TABLE 8. ASPECTS OF NOMINATION BY PERCENTAGE

	Percentage	Rank Order
Self	31	3
Peer	26	4
Parents	24	5
Classroom Teacher	40	2
Art Teacher	54	1
Other	0	6

NOTE: Multiple responses received; totals exceed 100 percent.

The top three--art teacher, classroom teacher, and self--follow the most commonly discussed combinations of nominators with peer and parents not far behind. Zettel (1979) had discussed in reviewing Maryland's methods of selection that recommendations by self, staff, parent, peer and nominations by specialists within and outside the schools were used. (Zettel, 1981:69) Although he did not rank order them or discuss their

order of important, he did note the importance of a variety of factors in the nomination aspect of identification.

The teachers were asked what grade levels their gifted programs served. Table 9 shows the results.

TABLE 9. GRADE LEVELS SERVED

GRADE	PERCENTAGE
1st	33
2nd	38
3rd	38
4th	60
5th	71
6th	60

NOTE: Multiple responses possible; totals exceeded 100 percent.

It is interesting to note the 71% high for the fifth grade level. It would seem logical to find sixth grade with the highest percentage. The teachers were not asked what sort of elementary school they taught in, whether it was K-6 or the less traditional K-5. It could be that a majority of those responding with programs were in fact from schools with K-5. Further study is necessary to determine the reason for the high number of 5th grade level.

Curriculum development, identification and selection, and program evaluation are seen as very important issues by many authors writing

on this subject. (Stalker, 1981; Kovner, 1979; Alexander, 1981; Chetelat, 1981) Alexander (1981) concludes that:

> "The school principal, classroom teacher, or even trained art teacher will find little in the literature in identifying gifted and talented youngsters in art, in deciding on the best curricula and programs in art, and in launching a cohesive evaluation." (Alexander, 1981:44-45)

An attempt of this survey was to determine the importance of each issue and any others of importance to the respondents. Through this, recommendations could be made for the focus of inservice or workshops. Table 10 shows the results.

TABLE 10. IMPORTANCE OF ISSUES IN THE EDUCATION OF THE VISUALLY GIFTED BY PERCENTAGE

	A Total Sample	B Respondents With Programs
Curriculum Development	64	69
Identification and Selection of the Visually Gifted Student	37	40
Program Evaluation	26	29
Other	7	10

NOTE: Multiple responses possible; totals exceed 100 percent.

Both A (total sample) and B (respondents with programs) reflect the same needs, with curriculum development significantly more important than other issues. The comments received from this question (Appendix L, p. 42) showed

funding and scheduling to be other issues of interest to the respondents.

The elitism/egalitarian issues of gifted and talented programs was the focus of question 16. The respondents were asked, "Do you feel it is elitist to select the visually gifted student over the average art student?" As was stated in the review of related research, many believe it is the elitist quality of gifted and talented programs that prevent their widespread acceptance. A surprising 65% from the total sample said, no, they did not feel it was elitist to select the visually gifted student. Seventeen percent stated, yes, they did feel it was elitist. But some of those who answered yes did, in fact, feel that elitism was not necessarily a negative quality. One respondent stated:

> "I do feel it is elitist to select the visually gifted to be able to participate in extra art. However, I do NOT think this is bad as there are other opportunities for those gifted in other ways." (Appendix M, #182, p. 43)

and another remark was:

> "It is probably elitist to select any group of individuals over another, but there isn't anything criminal with a little elitism." (Appendix M, #225, p. 45)

Most who answered no and then wrote comments feel like the following respondent: "Students who have a selected skill or ability should be selected to show or express themselves." (Appendix M, #386, p. 44) It appears that Hurwitz's (1976) belief of an egalitarian philosophy in art education does not effect students as severely as was believed. Elitism does not seem to be a factor in the development, or lack of current programs.

Numerous and widely varied comments were received from item 17--Do you have anything additional to add concerning your gifted program? One should refer to Appendix N (p. 47) for these comments.

CHAPTER IV

SUMMARY, FINDINGS AND CONCLUSIONS

SUMMARY

The Problem. It was the purpose of this study to discover the opportunities available for the elementary level visually gifted art student. This study also attempted to shed light upon the "wasteland" attribute given to elementary art education gifted and talented programs.

This study specifically attempted to determine if teacher experience, degree or certification and school size or location effected the availability of programs. In addition, the study attempted to find the reasons for, or lack of, programs and hoped to clarify some of the methods of identification. Recommendations concerning inservice interests can also be made from analyzing this study.

Study Design. This study was a descriptive, normative survey using an opinionaire developed specifically for this study. The sample came from a statewide list of 775 elementary level art teachers. A mailing of 210 opinionaires was made on March 4, 1983. A follow-up postcard was mailed on March 28, 1983.

FINDINGS

The following findings were indicated by analysis of the data.

1. Fifty-two percent of the opinionaires were returned which provided a relatively normal population distribution for the State of Indiana.

2. One third of the teachers responding had 11-20 years teaching experience.
3. Group A (total sample) showed 50% with a BA/BS in education and 43% with a MA in education. Group B (42 respondents with programs) showed 52% with a BA/BS in education and 48% with a MA in education.
4. Group A (total sample) showed 67% and 19% certification in the areas of Art K-12 and arts and crafts. Group B (42 respondents with programs) showed 57% and 26% in the same areas.
5. Group A (total sample) showed that 65% did have written curriculums for their regular art classes and 5% had written curriculums for gifted classes. Group B (42 respondents with programs) showed that 69% had written curriculums for regular art classes and 10% had a written curriculum for gifted classes.
6. Thirty-nine percent of the total sample do offer additional opportunities for the visually gifted art student.
7. Scheduling, time and funding in that order were listed as primary reasons for lack of programs.
8. Creative and productive thinking at 79% and visual or performing arts ability at 69% were the top two areas of classification of their gifted children listed by the respondents.
9. Nomination at 50% appears to be the most widespread method of identification. With the art teacher, followed by the classroom teacher and student as the most common nominators.

10. Programs are available in grades one through six at differing degrees.
11. Curriculum development, identification and selection, and program evaluation are all concerns of the responding teachers. Curriculum development being the most important.
12. Sixty-five percent from the total sample indicated that they did not feel it was elitist to select the visually gifted art student over the average student.
13. The remarks made in response to question 17--Do you have anything to add concerning your gifted program--(Appendix F, p. 47) indicates a positive attitude and high interest toward gifted and talented art education.

CONCLUSIONS

Based upon the data collected, the analyses made, and the findings reported the following conclusions can be made:

1. The teachers offering programs for the visually gifted students are most often experienced teachers with 11-20 years teaching experience. They appeared to have appropriate degrees and certification areas to enable them to implement programs when possible.
2. School size and location does not have any significant bearing on the availability of programs in the State of Indiana.
3. The "wasteland" attribute given to the availability of elementary art gifted and talented programs is a false assumption. True,

these programs do not occur in all schools, but a 39% occurance rate within the sample is a significant number.

4. Scheduling, time and funding are the three primary reasons for the lack of programs.
5. A variety of methods are used to identify and select the visually gifted art student. Nomination by art teacher is the most widely used method of selection.
6. Workshop and inservice planners in this area of gifted and talented education should be concerned with curriculum development first, followed by identification and selection and program evaluation.
7. The egalitarian philosophy of "art is for everyone" and no one should receive additional instruction over others appears to be somewhat of a false assumption. Most teachers do believe art is for everyone, but those students who want and deserve additional instruction should receive it. The elitism aspect is not seen as a negative quality as there is elitism in every discipline.

Further study could be done to research more of these issues in depth. But, overall this survey has provided interesting and useful data on the availability of additional opportunities for the elementary level gifted and talented art student in the State of Indiana.

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APPENDIX A

Copy of Cover Letter and Page 1 of Opinionaire

NEW PRAIRIE UNITED SCHOOL CORPORATION

[illegible]
NEW CARLISLE, INDIANA 46552
DR. KEITH POWELL, SUPERINTENDENT
[illegible]

March 4, 1983

Dear Teacher,

I am interested in finding out what opportunities are available for the visually gifted elementary level art student in the State of Indiana. Would you please complete this opinionaire and return it in the self-addressed, stamped envelope provided?

This survey is intended to provide data that will show the statewide status of the opportunities available for the visually gifted elementary level art student. The results will be shared with various statewide organizations.

Your response is valued! Complete and mail this opinionaire at your earliest convenience.

Sincerely,

Cynthia Borne

Cynthia Borne
Elementary Art Teacher

No. _____
(for office use only)

Please check the most appropiate response or fill in the blank. Thank you.

1. School size:

__ under 100 student enrollment
__ 100-299 student enrollment
__ 300-599 student enrollment
__ 600-999 student enrollment
__ over 1,000 student enrollment

2. Corporation size:

__ under 100 student enrollment
__ 100-299 student enrollment
__ 300-599 student enrollment
__ 600-999 student enrollment
__ 1,000-2,999 student enrollment
__ 3,000-4,999 student enrollment
__ 5,000-9,999 student enrollment
__ 10,000-24,999 student enrollment
__ over 25,000 student enrollment

3. County: _____

4. How many years of art teaching experience do you have? _____

5. What degrees do you hold?

title _____
undergraduate

title _____
graduate

title _____
[illegible]

6. Areas of certification:

_____

_____

_____

PLEASE TURN PAGE

Copy of Page 2 of Opinionaire

7. Does your school corporation have a written art curriculum for regular art classes?

__ yes __ no

8. Does your school corporation have a written art curriculum for the visually gifted art classes?

__ yes __ no

9. Are you able to provide additional opportunities for the visually gifted art student in your school?

__ yes __ no

10. If no, why?

__ lack of funding
__ scheduling
__ lack of time
__ lack of experience with gifted
__ other _____

_____

Copy of Page 3 of Opinionaire

11. What do you find the children in your gifted program most often to posess?

__ general intellectual ability
__ specific academic aptitude
__ creative or productive thinking
__ leadership ability
__ visual or performing arts ability
__ psychomotor ability
__ other _____

12. How are the children in your visually gifted art program identified and selected?

__ tests
__ nomination
__ voluntary attendance
__ portfolios of art work
__ other _____

13. If nomination, what aspects are considered?

__ self
__ peer
__ parents
__ classroom teacher
__ art teacher
__ other _____

If combination of above, please rank all six (6) categories from highest to lowest (highest-1-2-3-4-5-6-lowest).

14. What grade levels does your gifted program serve? _____

PLEASE TURN PAGE

Copy of Page 4 of Opinionaire

15. What issue in the education of the visually gifted would be of most help to you?

__ curriculum development
__ identification and selection of the visually gifted student
__ program evaluation
__ other _____

_____

16. Do you feel it is elitiest to select the visually gifted student over the average art student?

__ yes __ no

comments:

17. Do you have anything additional to add concerning your gifted program?

Please return to:

Cynthia Borne
2722 Hartzer St.
South Bend, IN.
46628

APPENDIX B

Copy of Follow-Up Postcard

Dear Teacher,

On March 4th you were mailed an opinionaire dealing with the opportunities available for the visually gifted art student in your school.

Please check your files to determine if this opinionaire has been answered and returned. Your response is valued.

If this reminder and your response have crossed in the mail, THANKS!

Sincerely,
Cynthia Borne

APPENDIX C

REGIONS WITHIN THE STATE

INDIANA
COUNTY OUTLINE MAP

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APPENDIX D

Comments received from Indiana art teachers in response to Question 7 Does your school corporation have a written art curriculum for regular art classes?

"This has been completed but not submitted to our school board for approval, as it is just now being drafted in its final form." (205)

"They are working on it." (497)

"Elementary has an old one written many years ago. Middle & High School have one that I think they use. Elementary does not use the old one. We have talked of writing one." (492)

"We are just now finishing up a new curriculum. The last one was written in 1960 and to say that it was inadequate would be an understatement." (457)

"The elementary art teachers are currently revising & rewriting curriculum objectives." (458)

"Written in the 60's." (605)

"But it was created in 1968, and will be rewritten this year." (148)

"But only a bare minimum-most of the curriculum is decided by individual teachers." (550)

"Several (4) art teachers were contracted to write an elementary guide." (024)

"Although the corporation does not have a written art curriculum there is coordination of curriculum among the elementary art teachers." (620)

"based entirely on <u>making art</u>-to the exclusion of response to art forms." (048)

"K-3, working on 4-6th" (396)

"very general" (184)

"Presenting as many different medias as possible to elementary." (450)

"In the process of forming one" (597)

"Yes in a very general type of outline ie goals for each grade." (225)

"Very basic <u>suggested</u> areas to be covered nothing specific as to individual lessons. (517)

"written by me-not the school corp." (610)

"For Jr. high and high school only-elementary has none-formally." (143)

"new this year" (027)

"Its written in such a way as to allow each art teacher to do his or her own thing." (033)

"elementary" (001)

"overview, individual units, corrodinated with middle school too" (482)

"but presently working on curriculum." (346)

APPENDIX E

Comments received from Indiana art teachers in response to Question 8. Does your school corporation have a written art curriculum for the visually gifted art classes?

"We included several lesson plans for the visually gifted." (024)

"but working on one" (467)

"We have an Art Enrichment Unit with the IMA [Indianapolis Museum of Art] and Zoo [Indianapolis Zoo]." (482)

APPENDIX F

Comments received from Indiana art teachers in response to Question 9. Are you able to provide additional opportunities for the visually ifted art student in your school?

"Special times, field trips & classes" (482)

"infrequently--No specific time allotted, but work (art) of "gifted" art students is usually outstanding. (467)

"We have a 'Bloc Enrichment' time which allows students to sign up for advance work in different areas." (024)

"We are able to offer extra periods of art to the 4th and 5th grade students, with periods for extra art activities occassionally for younger students." (205)

"limited-some work on their recess time" (292)

"We have a Washington Twp. Art Enrichment Program for a few selected students. Some but not all schools have G/C/T classes." (492)

"No, as far as seperate classes, but I do try to keep the visually gifted students in my class motivated by letting them proceed to future assignments of variations of an assignment. They also are allowed to come in at recess or after school to look in my art history books more or work with me. I wish we could provide them with more." (728)

"No specific program, but special opportunities provided in an elective program one period a day." (687)

"We have just started to prepare areas of study with elementary art students for next year." (454)

"We have done so in the past. At present we do not have gifted classes. However, we are working to make it a part of the Academically Talented Program for the fall." (375)

"Yes, sometimes during my free time, No, not a regular intervals." (285)

"Classes are offered by IU East" (770)

"Only on a 1 to 1 basis outside of regular art classes." (527)

"Not at this time" (487)

"very limited" (027)

"Art club gives students extra opportunities but on a limited basis, but there is little time and no funding that I know of--." (610)

"Not in the true sence of 'gifted/talented'. I do have a small group of 4th and 5th graders who I select for extra or additional art time. 4th grade--30 extra minutes a week, 5th grade--2 additional 30 minute classes a week." (252)

"Do not have any in classes" (414)

"An hour per day provided by the high school art instructor." (543)

"very limited" (184)

"very little--Private art scholarship to one student a year." (680)

"Within the art teachers schedule. Two 1/2 hour time slots per week is earmarked as time for visually gifted art students. Design of program, selection of students is left completely at art teachers disgression." (048)

"Special art time is provided each week for gifted students. This time is approx. 1 hour a week extra art time." (396)

"To some degree--" (630)

"But scheduling is tight (done during my prep. time)" (148)

"I could but do not. No one asks for this. We have one art class a week for each student. I have planned a program 1st thru 6th grade so certain techniques are taught in certain grades." (156)

"other than allowing variations on projects assigned" (458)

"--only what I can work into my art classes or have them working on in their free time." (605)

"occasionally" (401)

"I vary projects--class size is small, students are not separated." (159)

"some-working on more" (269)

"no, not formally--I have an after school art club" (018)

"Through our own innovation. This is not supported or encouraged here." (673)

APPENDIX G

Comments received from Indiana art teachers in response to Question 10. If no, why?

"I teach in 2 elem. schools a week--thus there are numerous scheduling problems." (205)

"My school system provides very little funding for the regular Art program and does not provide funds or adequate time for a gifted program." (121)

"lack of administrative, staff support--also, focus on the gifted is in other areas (ie. computers)." (307)

"also--I've never even heard of such a program before!" (457)

"one teacher with too many teachers" (545)

"too many students per class" (177)

"No program has even been initialed for art classes." (398)

"Problem of identification" (650)

"One art teacher services 12 grades" (567)

"No art room" (450)

"not much interest has been expressed in this community for a program for the visually gifted student." (225)

"No facilities (Art room!) (172)

"No art classes tuaght except 40 min/wk for 6th grade." (739)

"We teach only grades 3-5 in special art classes--grades K-2 have no time scheduled with a specialized art teacher let alone any time for the gifted." (517)

"No program introduced yet by administration." (011)

"Lack of administrative interest! All students take art 1 9 week each year. A normal art class would contain high honor roll, LD, and Special Ed. We wrote the book on 'Mainstream.'" (033)

"It was never brought to the attention of the Administration Office." (346)

"615 students is 3 1/2 days at 3 different schools" (027)

"Our gifted students are now attending another Elementary School (Skiles Test) as part of project stretch. ( )

"We had a small gifted class last year that Mr. Bakker handled on his prep time. He has left the system and not been replaced. Now there is only one art teacher at the KVMS." (267)

"not enough interest by parents and teachers for a gifted program" (182)

"I am in two schools and have no time for any additional scheduling. (400)

"lack of serious attitude towards the potential of art."

APPENDIX H

Comments received from Indiana art teachers in response to Question 11. What do you find the children in your gifted program most often to possess?

"an eye for form" (048)

"productive motivation" (543)

"Our gifted program is only set up for the intellectual student. Due to the lack of funds." (061)

"We have a gifted program for grades 3-4-5. However, it is not for visually gifted. Exculusively-in fact, that is not one of the areas used for selection. (447)

"I have taught art related classes in our regular gifted program. The gifted program at Warren is all after the regular school day. I find that many of these students are also gifted visually and highly creative." (489)

"We have no gifted program at this time. I have noticed with my own students in the 3 schools I work at that they are creative thinkers with above average visual art ability. (728)

"It is not seperate. Funding and wide variety of supplies give work for a wide and varied interest. None have been excellent with all projects. Those good at drawing & painting often have to have more help with sculpturing and 3 dimensional projects and vice versa. (511)

"visually gifted students are usually outstanding in other areas (music, academics, theatre-drama) not necessarily in physical education or athletics though." (545)

"The gifted art program I am referring to is one that I developed for a graduate class requirement. It was held the first semester for 9 weeks. It was not continued 2nd semester due to scheduling problems. (075)

"Able to focus attention for longer periods than others" (018)

APPENDIX I

Comments received from Indiana art teachers in response to Question 12. How are the children in your visually gifted art program identified and selected?

"my students are not separated" (159)

"Expended interest in class" (148)

"primarily classroom & art teacher nomination" (396)

"Specific drawing done in class" (252)

"I choose whom I feel are the most visually gifted." (285)

"We are working on this problem at this time" (454)

"Their classwork speaks for itself as does their interest and curiosity." (498)

"We work with them in the regular art class. They can go as far as they can." (273)

"by teacher on creative and interest in regular class" (769)

"Chance to be included in extra curricular art club--" (574)

"Basically I choose them" (659)

"By art teacher--(w/note of abilities mentioned in #11)" (550)

"I identify them and we work together (one on one) at free time and before or after school." (723)

"Mostly by observation" (024)

"The top 20-21 in the school always include 4 or 5 who are artistically gifted." (027)

"We do not have a specific 'gifted' art program. Many of the 'gifted' classes (after school) & 1 hr. per week (during school) are art related, ie. calligraphy, puppetry, stage craft, etc. (467)

"'Draw a man' test
(1) Drawings are selected for detail, individualized manner
(2) of the highest ranked drawings, classroom teachers help single out children who have not excelled in academics to be included in art program." (048)

"interest" (543)

"performance in regular art classes (180)

"I had little experience in identifying the visually gifted and so I went by the nominations of the teachers and my own experience with these students." (075)

APPENDIX J

Comments received from Indiana art teachers in response to Question 13. If nomination, what aspects are considered?

"interest in art" (550)

"Horizons Committee (teachers and principal) picks the (academically) top 20 in the school for participation in a pull-out program for about 9-12 weeks." (027)

"and task committment test, task committment and all weight heavy." (482)

APPENDIX K

Comments received from Indiana art teachers in response to Question 14. What grade levels does your gifted program serve?

"Depending on need mentors also work with children in grades 1 & 2." (467)

"We have a gifted program but not based on art talent--it is strictly reading and math." (346)

"grade 5, I usually choose so they can have 1 such opportunity before middle school." (285)

"It should serve K-6" (630)

APPENDIX L

Comments received from Indiana art teachers in response to Question 15. What issue in the education of the visually gifted would be of most help to you?

"Unless time is made for these students in scheduling, none of these things would be of any use." (285)

"More time for creative arts worked into my schedule." (769)

"Enough time made available for such classes" (252)

"acceptance by the administration." (489)

"getting a gifted program into the curriculum" (517)

"and setting up a program and why!" (682)

"how to get funding & scheduling problems worked out" (004)

"Funding" (543)

"ideas" (482)

"a reduction of the massive number of students I am expected to teach along with funding and time to work the the visually gifted." (027)

"It would be helpful to see what others are doing in the above areas." (375)

APPENDIX M

Comments received from Indiana art teachers in response to Question 16. Do you feel it is elitist to select the visually gifted student over the average art student?

The following answered yes to Question 16.

"I feel it is my job to teach the language visual art as best I can to every child in school. Many hard feelings result from picking a select few." (213)

"For the art teacher they are an elite group. They are truly in Art and spend spare time working in an art medium." (492)

"Yes, in elementary, no, in middle or high school. I feel that the art program for all elementary students should be so interesting and challenging that even the exceptionally talanted students retain interest. Students in my classes who are truly gifted have tremendous positive peer support. I offer a varied art program using a wide variety of art media, which, hopefully, gives the students a good background for the middle school art program." (011)

"Yes, in some cases!" (598)

"I prefer not to separate them. When they can do work that the other students see it inspires the average student and boosts the moral of the better student. I believe each student should work at his or her own level." (159)

"Because none excell at everything on the grade level. My real creative painters often are extremely poor when using scissors and I spend much time helping these students master this hand coordination." (511)

"As the definition of elite is 'the choice or most carefully selected part of a group, as of a society or profession,' I do feel it is elitist to select the visually gifted to be able to participate in extra art. However, I do NOT think this is bad, as there are other opportunities for those gifted in other ways, ie sports teams. (In high school there are debate teams, math clubs, etc, too.)" (182)

"Sometimes an average student can be very creative and it may be a subject they can excell. Would want to put the average student down. Would want to keep him interested and excell too." (682)

"Teachers who are expected to have programs for the gifted and talanted on a pathetic budget are in a bind. They must get 3-D. Arts & crafts type work out of the visually gifted students, while the regular classes are forced to use the same materials over and over." (180)

"At the elementary level there are too many unexplored areas to single out visually gifted children--They can well share new explorations of materials and methods with their peer group. (143)

The following answered no to Question 16.

"Students who have a selected skill or ability should be selected to show or express themselves." (386)

"These students need and deserve special guidance. If left in the regular class, where art is taken as an "easy" subject & not taken seriously their talent will be wasted and left undeveloped." (237)

"a loaded question! The word elite implies a 'have'--have not' situation which does not exist within an art program that is success oriented. Art is for everyone--experiencing art belongs to every child." (048)

"They are most likely students to further their art education and usage." (292)

"Gifted art students should have the opportunity and resources to participate in special programs. Other areas have these programs, why not art?" (111)

"Every student should have a chance to experience visually." (586)

"I feel it is as important to recognize and develop the visually gifted student as it is to recognize any gifted student. (That is, after all, how the 'masters' were discovered)." (620)

"I have found that many of my visually gifted students are average or below average in other areas. I feel that any area in which an individual excells should be encouraged." (245)

"No, because I feel it is these students who show an interest and talent in the visual arts that will set the stage for future artists. Who knows, this this just might be the motivating stimuli needed to give that problem student the incentive to strive for something." (354)

"an average student can be gifted as well" (630)

"There needs are special--and educational needs are different" (024)

"Especially since several of the students I work with are certified L.D. students. In my program they have one area in which they excell and can feel great pride" (659)

"Other curriculum areas quickly identify the gifted ie., pe. music, etc." (396)

"By selecting the 'cream of the crop' a teacher is able to instruct more thoroughly, instead of spreading herself thin with too many students. Coaches do this with sports by cutting players an not everyone is in Honor Society (academics) or can perform as a musician." (545)

"We have classes for the students who are 'gifted' in the important areas. (Math, Sci, Eng, Soc. Studies)" (033)

"I feel that if a student is gifted in any area, they should develop that gift to the fullest extent. The visually gifted art student probably spends more time doing their own art than the average student and would benefit more from additional art instruction." (075)

"I feel it is very important to offer any student who shows or excells in any subject area the opportunity to expand and develop to the fullest. After all, this may be the area where he is able to give society his greatest contribution of self. (697)

"It is probably elitest to select any group of individuals over another, but there isn't anything criminal with a little elitism." (225)

"I would like to see the visually gifted students have a chance to study art in depth. They deserve as much as special education students--a chance to develop to their full potential." (489)

"My first concern is to get art instruction to <u>All</u> children in our school district--then the gifted. We havent been able to cover even the barest minimum yet!" (517)

"no, but the regular art program should not suffer (of course)" (121)

"No absolutely not! Is it elitist to select the <u>academically gifted student</u> over the average? (550)

"No, but I do feel that gifted programs may create an 'elitest' group among the general academically gifted through preferential treatment." (680)

"No, however, the door need not be completely shut to the other students." (597)

"If it is we are terribly elitest in our sports programs and scholarships." (770)

The following made comments but did not answer Question 16.

"At times, I feel students who have a high interest should not be over looked." (543)

"I feel these students deserve a chance to work alongside visually gifted peers, to work at a pace and on a level commensurate with their abilities without being held back by average or less students and to share ideas and peer praise." (027)

"'to select' for what? time, money, art experiences.' All students should have equal opportunity for developing their potential. Just as the handicapped child should be provided with alternative opportunities for creative development at their competency level; so should the gifted child." (453)

"It depends on how the selection is made and how the distinction is handled. (527)

APPENDIX N

Comments received from Indiana art teachers in response to Question 17. Do you have anything additional to add concerning your gifted program?

"Classes are so small, that we do not have a program just for gifted." (414)

"Our township is offering programs this summer for gifted students--Art and Music, Computers, Foreign Language, and Creative Writing. As of this time, I don't have any additional information other than a program will be offered for the first time." (487)

"A gifted program or any additional program for a student is good if the student is really interested in a specific area. One big problem is finding time to work with the students, another problem is setting up your own goals and objectives. A gifted program for gifted students still outweigh the few problems that occur." (582)

"It would be nice if we had a gifted program in our Elementary" (567)

"Gifted students are included in regular art classes but the opportunity to be in the art club is there and talanted students usually join--Also the opportunity to participate in art and media contests are abundant." (574)

"Funding--how to convince the powers 'to be' that this is worthwhile to even consider--Before anything can be accomplished we must do some politicing somewhere along the line." (517)

"Recognition by the school and community as a whole helps to stir interest and motivate students in artistic areas and accomplishment" (543)

"Only that I wish circumstances in our corporation and school would allow such a program to exist." (697)

"We are beginning a gifted program in the 4th grade & up next year. However, I do not <u>believe</u> it will include the visually gifted. Since I haven't been included in on these meetings. I could be wrong." (436)

"I would like to see our school corporation have a gifted program for children gifted in the visual & performing arts as well as the one we now have for the academically gifted." (447)

"Growing, I enjoy the opportunity to serve as gifted facilitator for our elementary school. This liason in in each of the buildings allows for greater communication . . . " (467)

"We have no specific gifted art program. Informally I help those interested to proceed with projects of their choice as time permits." (498)

"We have township wide done our Art program for 5 years with the IMA [Indianapolis Museum of Art] with much success." (482)

"We don't have one. We need facilities, supplies & a program." (450)

"Gifted programs bring recognition to the importance of the role of art in anyones life." (018)

"I promote if individually or a few students fall under the 'Advanced Art' category. Encouragement from administration would be beneficial." (673)

"As I mentioned in Question 16, I think it is good to have extra art activities. However, I like the 'enrichment program' we have better than the gifted program. This is an extra art time for those 4th and 5th graders who are interested in doing extra art work work to come to the art room and do special projects. It is on Fridays and the students may come during their noon and/or afternoon recess to work on projects such as decorations for music shows (we did life size Xmas carolers fo the back-drop for the Xmas concert), art contests and other special projects. The gifted program involves only one smart and artistic 2nd grader and one smart and not especially artistic 1st grader. Others at their level do seem just as good in art but cannot come to do special projects. I like the idea of an 'enrichment program' or art club better." (182)

"I would like to have one back again." (267)

"This is the very ground level for this type of program in this corporation. An interest in this area is just now awakening." (527)

"No, it is not developed sufficiently in this area to make any intelligent comments so far--this is pretty much my own program." (550)

"We are in the process of setting one up. It would be helpful for additional information on setting a program up." (650)

"Our elective program offers the opportunity for enrichment in the visual arts, but is open to all students, not just the visually gifted." (687)

"My gifted program here is limited to 45 minutes per week. I do have these children in regular art class twice a week in a 45 minute period. My concern is that 45 minutes per week is NOT enough time spent for these children. In a class situation in which the class size may be as many as 35-37 students the gifted are very often ignored so that the very slow or special classes student is kept up." (659)

"I wish we had one!" (630)

"Our gifted program is limited to those classes arranged with IU East and IVY Tech. Generally only one art." (770)

"The academic excellence of my school is so high that the low normal is more apt to be neglected. Over 65% go on to college so our program is geared on a different level than an inner city school where 1/3 doesn't finish high school. Basically I teach a gifted program on a wide variety of mediums and subjects, because our parents and students want this. I was aware of this when I was hired and I have planned my program accordingly." (511)

"Mrs. Thompson is working (researching) on the possibilities of a gifted program at our school system for next year. At this time, however, they are not planning to include anything for the visually gifted or the musically gifted." (728)

"I would like very much to enlarge the class size and grade levels but due to scheduling and lack of time it's impossible. I average nine classes a day four forty minute periods and five thirty minute periods a day. My plan time is very limited but, I try to do everything possible to provide a better Art Education to my students." (769)

"I would like to learn more about developing a curriculum and identifying these students. Although I have many talented students I fear many of them would not succeed in a visually gifted program." (620)

"I wish we had one!" (605)

"I feel the programs are really essential to the educational systems today. It allows the student to chose freely if they work hard. I would like to see more funding toward this type of curriculum." (354)

"We do not have a visually gifted program. If there is an interest, all information should go through the administration office--not individual art teachers." (346)

"Im glad we've got it!" (396)

"It would be nice to have one" (033)

"Our school system, Lake Ridge Schools, 6111 West Ridge Rd. Gary, Ind. does have the PACE program for 'gifted' students but not particularly gifted in performing or visual arts. Classroom teachers are in charge of PACE students. I do not know what their criteria is for picking students. I wish there were more emphasis on talanted gifted students in the arts in our school system & <u>less</u> emphasis on sports." (321)

"We have a gifted program at my school but it is taught by one person who is more concerned with verbal and written giftedness. (not much concern with visual giftedness.)" (225)

"I wish there was such a program, for my benefit and those students benefits!" (285)

"At present time the program is only for academically gifted in our school. Visually gifted are only given what extra I can offer time-wise, which isn't much." (292)

"Not necessarily concerning my program--but I would like to be put in touch with other schools who have this type of usual arts program." (245)

"I let them pick whether the want to be in it or not then I have to cut down on those numbers because of room and time." (213)

"Our school is a magnet school--and parents are supportive. We have an Art Gallery and students have input into it and go in a small group to the Art Museum." (024)

"This is year one for our program and at present involves very few children who for an hour every two weeks meet with a resource teacher and work on problem solving skills.--LOW KEY." (143)

"They closed the high school here last year. I teach 1/2 days and see all students 1 1/2 hours (K-6) The other half I teach art and Home Ec. at Caston High School. I also teach the practical arts here. Foods and Clothing (4-6)" (159)

"I feel it is moving along quite well, all things being considered and lack of funds." (162)

"I really can't call it a 'gifted program' because I simply allow 3, 4, 5 students who ask and are very interested and capable to come in at our mutual free time and do projects that are challenging." (184)

"At the present time we do not have an art program specifically geared to the gifted." (012)

"There isn't as much of it as I wish there could be." (027)

"In the general art curriculum, our goal is part of making people, the goal of making artists belongs to an extension of the curriculum. When the art experience is seen 'in the round' there is an opportunity for every child to be gifted in some way . . . making art is just one way. This is an important issue which I feel needs a closer look!" (048)

"I think middle school is early enough to place visually gifted students in a special program, what ever that may be. Surely, techniques should not be emphasized until high school." (011)

"I promote it individually or a few students fall under the 'Advanced Art' category. Encouragement from administration would be beneficial." (673)

"Gifted programs bring recognition to the importance the role of art is in anyones life." (018)